

**San José State University**  
**History Department**  
**Hist153-01 (28224), History of Women in Europe, Spring 2022**

**COURSE ZOOM LINK:**

<https://sjsu.zoom.us/j/81800550274?pwd=Z21ZWdVGeGVla1hNQkFIYjRyS0lNUT09>

**Password:** 245606

**Instructor:** Prof. Allison Katsev

**Office Location:** DMH 140

**Telephone:** 408-924-5508

**Email:** [Allison.Katsev@sjsu.edu](mailto:Allison.Katsev@sjsu.edu)  
Please, feel free to e-mail me or come to office hours with any questions you have, big or small!

**Office Hours:** W 12:00pm-1:00pm  
Due to university COVID precautions:  
office hours will be held Via Zoom:  
<https://sjsu.zoom.us/j/87600341061?pwd=VjdldVd2cWRaOEFvSVJxcnZ4L1NiZz09>  
Passcode: **601016**

**Class Days/Time:** Also via email and by appointment  
MW, 10:30am-11:45am

**Classroom:** **January 26-February 9:**  
<https://sjsu.zoom.us/j/81800550274?pwd=Z21ZWdVGeGVla1hNQkFIYjRyS0lNUT09>  
**Password:** 245606

**Beginning February 14:** DMH 163

**GE/SJSU Studies Category:** SJSU Studies Area (V)

**Faculty Web Page and MYSJSU Messaging**

Course materials (the syllabus, readings questions, guidelines for assignments) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

## Course Description

Changes in women's private and public roles in diverse national, class, religious, ethnic and racial contexts from Ancient Greece to Modern Europe. GE Area: V Prerequisite: Completion of Core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required. Note: All SJSU Studies courses require completion of the WST and upper division standing.

In this course, we will explore an enormous swath of European history, focusing specifically on women's experiences. This broad scope will allow us to consider particular important eras (such as women's role in the Enlightenment and waves of feminism), but it will also allow us to ask bigger questions:

- Does history affect women differently than it affects men?
- What happens to our understanding of periods of history when we add the experience of women?
- What has it meant to be "feminine" and "masculine" in different times and what kinds of behaviors have been seen as normal, natural?
- Why have women had so little power...given that they're 50% of human population? What kind of power have they had?
- What does it mean to be liberated? Has the story of women in Europe been a story of progress toward liberation?

With these guiding questions, we will analyze evidence ranging from creation stories to United Nations declarations, as well as examples from art, film and literature. Ultimately, students will construct their own answers to the complex questions of what women's lives have actually been like, how being "a woman" has been portrayed, and what those both reveal about European (and world) history in different eras. In keeping with the goals of this SJSU Studies Area (V) course, students will receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students will understand how traditions of cultures outside the U.S. have influenced American culture and society.

## Course Format

**This class will be taught remotely, synchronously through the week ending February 11. That means that we will meet via Zoom at the scheduled class time. You are expected to participate in this class as you would if we were meeting face-to-face. Beginning on February 14, it will be taught in person. During class, both remote and in person, I will introduce material and students will participate in active discussion and analysis of the material.**

**IF YOU HAVE ANY TECHNOLOGICAL ISSUES (FOR EXAMPLE, NO MIC ) PLEASE LET ME KNOW AND WE'LL FIGURE OUT A WORK AROUND (FOR**

**EXAMPLE, CONTRIBUTING VIA THE ZOOM CHAT OR BORROWING EQUIPMENT).** SJSU has a free equipment loan program (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) available for students.

## **Course Goals and Student Learning Objectives**

### **SJSU Studies GE Learning Outcomes**

On successful completion of this SJSU Studies Area (V) course, students will be able to do the following:

1. Compare systematically ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S (GELO 1);
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (GELO 2);
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures. (GELO 3);
4. Demonstrate an understanding and appreciation of different ideas, cultures, values, religions, institutions, languages and peoples of the world;
5. Address the civic relevance of topics discussed in class in an appropriate manner;
6. Demonstrate their ability to articulate and discuss their values and engage in civil discourse;
7. Write evidence-based essays that are grammatical, clear, concise and coherent.

### **Course Learning Outcomes (CLO's)**

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: Extract from various kinds of evidence information about the realities of women's lives in different time periods. Students will learn to do this through feedback on their reflections and guided discussion. They will be assessed on this ability on their exams, reflections, and subsequent projects.

CLO 2: Infer the assumptions, motivations and affects of portrayals of women. Students will learn to do this through guided discussion and practice this in their document reflections. They will be assessed on this ability on their exams, reflections, and subsequent projects.

CLO 3: Understand and apply key conceptual approaches to the study of women's history (focusing on patriarchy, the body, gender in society, feminisms and critiques of traditional feminism). Students will learn to do this through guided discussion; they will be assessed on this ability in their exams, group project and essay.

CLO4: Construct their own complex narratives of women's history in Europe that account for portrayals of women and women's experiences. Through homework and in-class activities, students will gain skills at identifying and evaluating appropriate evidence and using them to construct narratives. They will demonstrate these abilities in their final group project and essay.

## Required Texts/Readings

### Textbooks

**Available for purchase at the Spartan Bookstore website:**

DiCaprio, Lisa, and Merry E. Weisner, eds. *Lives and Voices: Sources in European Women's History*. Boston: Wadsworth, Cengage Learning, 2001. (ISBN 9780395970522).

### Other technology requirements / equipment / material

Students need to have access to Zoom during class times.

## Course Requirements and Assignments

### 1) CLASS PARTICIPATION INCLUDING "REFLECTIONS" AND GROUP PROJECT (30% of grade):

- You should come to class having done the assigned reading. You should also have with you all of the readings due that day.
- Read closely the portions of the reading we will "Focus On" in class. You should at least skim the rest of the reading.
- **"Reflection" due on Canvas by 10:00 am on day of each assigned reading:** For each reading, you will be given a choice of questions posed in the textbook. You should choose one of these questions, responding in one or two thoughtful paragraphs. The reflection should respond to the question and include evidence to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings. I'll grade one early in the semester to give you feedback, and also at least one more during the semester (Think of this as being similar in function to an occasional "pop quiz."). Because the reflections require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You can also make an appointment or come to office hours to get feedback on any of them.
- **Group Project:** In conjunction with your final essay, you will prepare an oral presentation on the same topic, responding to one of our course's guiding questions. The oral presentation will be a group project that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for your presentations on May 9. You will be assessed not only on the final

product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

- If you have any technological issues (such as no mic), please let me know so we can figure out how to work around that.
  - This course focuses on learning through active engagement. The first five class sessions, held over Zoom, will be recorded and I'll post those recordings on Canvas. These will be an excellent resource if you want to review a class meeting or if you have to miss class. But viewing these recordings is not a replacement for participation. No in person classes will be recorded. If you have circumstances beyond your control that lead to you missing many classes, please talk to me as soon as possible so we can decide what sort of adjustments are appropriate for you to make up your participation.
- 2) **MID-TERM EXAM, MARCH 9 (20% of grade):** Exam will cover Themes 1 and 2 of the class. A study guide is posted on Canvas and we will go over expectations in class. **BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES.**
  - 3) **FINAL ESSAY, 5 PAGES, DUE ON CANVAS, SUNDAY, MAY 22 AT 5:00 PM (25% of grade):** The final essay will build on the work you did for the group project (see above). You will choose one of the key questions for the class and answer it using at least four of the sources (texts or films) we've used this semester. Specific requirements will be provided well in advance of the due date.
  - 4) **FINAL EXAM, THURSDAY, MAY 19, 9:45AM-12:00PM (25% OF GRADE):** Exam will cover Themes 3 and 4 of the class. There will also be an essay question that covers the whole course. A study guide is posted on Canvas and we will go over expectations in class. **BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES.**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

#### **Final Examination or Evaluation**

**FINAL EXAM, THURSDAY, MAY 19, 9:45AM-12:00PM (25% OF GRADE):** Exam will cover Themes 3 and 4 of the class. There will also be an essay question that covers the whole course. A study guide is posted on Canvas and we will go over expectations in class. **BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING**

AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES.

## **Grading Information**

### **Determination of Grades**

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

### **Letter grades are assigned as follows:**

A plus = 97 to 100 points

A = 93 to 96.99 points

A minus = 90 to 92.99 points

B plus = 87 to 89.99 points

B = 83 to 86.99 points

B minus = 80 to 82.99 points

C plus = 77 to 79.99

C = 73 to 76.99 points

C minus = 70 to 72.99 points

D plus = 67 to 69.99

D = 63 to 66.99 points

D minus = 60 to 62.99 points

F = below 60 points

### **Weighting of Assignments**

Exams: 45%; Written Assignments: 25%; Participation (including homework and group projects): 30%.

**Policy on Late Work:** During the semester, Reflections can be turned in late for partial credit. In order to get grades submitted at the end of the semester, the final essay will not be accepted late, except in the case of truly unforeseeable circumstances. If those should occur, you should contact me immediately.

### **Classroom Protocol**

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring food to class.

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

## Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

### Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## Hist153-01 / Twentieth Century, Spring 2022 Schedule

*The schedule is subject to change with fair notice via email and in class.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26 (via Zoom)	<b>Introduction: WHAT WILL WE BE STUDYING?</b>
2	Jan. 31 (via Zoom)	<b><u>THEME I: WHY PATRIARCHY?</u></b> <b>EQUALITY OR DOMINATION IN THE STONE AGE</b> Reading: Start reading for next class
2	Feb. 2 (via Zoom)	<b>WOMEN AND GODS: Women's roles in early religions</b> Reading: <i>Lives and Voices</i> , Chapter 1: pp. 9-26. FOCUS ON: Intro to Chapter 1; and Section #2 DUE AT 10:00AM ON CANVAS: Reflection (choose from questions 2 or 4 on p. 19)

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Explanation:</u></p> <p>*<u>Reflection:</u> You should submit your reflection on Canvas by 10:00 am and be prepared to share your thoughts during class discussion. Your reflection should be one or two paragraphs, responding to <u>one question</u> you find most interesting. The reflection should respond to the question and include evidence to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings.</p> <p>*<u>Assessment:</u> I'll grade one reflection early in the semester, and also at least one more during the semester. Because the reflections require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. This grade will be part of your overall participation grade.</p>
3	Feb. 7 (via Zoom)	<p><b>WOMEN AND FAMILY: Women's roles in the household from Mesopotamia to Greece</b>  Reading: <i>Lives and Voices</i>, Chapter 1: pp. 27-34; Chapter 2: 35-53  FOCUS ON: Intro to Chapter 2; and Sections #12, #13, #14  DUE AT 10:00AM ON CANVAS: Reflection (choose from questions 1, 2 or 3 on p. 52)</p>
3	Feb. 9 (via Zoom)	<p><b>WOMEN AND LAW: Legal and social norms for women in Rome</b>  Reading: <i>Lives and Voices</i>, Chapter 3: pp. 65-84  FOCUS ON: Intro to Chapter 3; and Sections #23, #25, #27, #28  DUE AT 10:00AM ON CANVAS: Reflection (choose from questions 1, 2 or 4 on p. 84)</p>
4	Feb. 14 (begin in-person meetings)	<p><b><u>THEME II: WOMEN'S BODIES AND SPIRITS: NATURAL, UNNATURAL AND SUPERNATURAL</u></b></p> <p><b>IMPERFECTIONS AND IMPURITIES: Women's biological nature in Ancient Greece and Early Christianity</b>  Reading: <i>Lives and Voices</i>, Chapter 2: pp. 59-64; Chapter 3: pp. 84-101.  FOCUS ON: Sections #20, #21, #22, #30, #31, #32, #33, #34, #35.  DUE AT 10:00AM ON CANVAS: Reflection (choose from questions 2, 3 or 4 on p. 64, OR questions 1, 2, 3 or 5 on p. 101.)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Feb. 16	<p><b>CONTROLLING WOMEN: Power over women’s bodies and souls in Medieval Europe</b></p> <p>Reading: <i>Lives and Voices</i>, Chapter 4: pp. 102-116; pp.124-131 (begin with “Rule of St. Clare” on p. 124); pp. 132-139, pp. 151-153 (passages#49-50)</p> <p>FOCUS ON: Intro to Chapter 4; Sections #37, #39, #40, #43, #44, #45, #46</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (choose from questions 2 or 3 on p. 116, OR questions 3 or 4 on p. 131, OR questions 3 or 4 on p. 139.)</p>
5	Feb. 21	<p><b>A RENAISSANCE FOR WOMEN?</b></p> <p>Reading: <i>Lives and Voices</i>, Chapter 5: pp. 140-142; pp.163-175; Chapter 6: pp. 176-200</p> <p>FOCUS ON: Intros to Chapters 5 and 6; Sections #49, #50, #58, #60, #61, #62, #63, #65, #66, #67, #68, #69, #70, #73</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 2, 4 or 5 on p. 175, OR question 1 on p. 184, OR questions 1, 2, 3 or 4 on p. 196, OR question 1 on p. 209)</p>
5	Feb. 23	<p><b>WORKERS, WITCHES AND QUEENS: Women who controlled nature in Late Medieval and Early Modern Era</b></p> <p>Reading: <i>Lives and Voices</i>, Chapter 6: pp. 200-209; Chapter 7: 210-212; 223-238 (through excerpt #86)</p> <p>FOCUS ON: Intro to Chapter 7; Sections #75, #81, #82, #86</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (Choose from question 3 on p. 209, OR question 1 on p. 235)</p>
6	Feb. 28	<p><b>Film: Return of Martin Guerre</b></p>
6	Mar. 2	<p><b>Film: RETURN OF MARTIN GUERRE</b></p>
7	Mar. 7	<p><b>Discussion Return of Martin Guerre</b></p>
7	Mar. 9	<p><b>MIDTERM EXAM</b></p> <p>Exam will cover Themes 1 and 2 of the class. A study guide is posted on Canvas and we will go over expectations in class. <b>BRING</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES.
8	Mar. 14	<p><b><u>THEME III: A GENDERED WORLD: DEFINING FEMININE AND MASCULINE SPHERES</u></b></p> <p><b>INALIENABLE RIGHTS? Women, Politics and the Public Sphere in the Enlightenment and the French Revolution</b>  Reading: <i>Lives and Voices</i>, Chapter 7: pp. 243-255; Chapter 8: pp.256-271 (through excerpt #98)  FOCUS ON: Intro to Chapter 8; Sections #91, #92, #94, #98  DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 3, 4 or 5 on p.255, OR question 2, p. 269, OR question 1 on p.275)</p>
8	Mar. 16	<p><b>A CULT OF DOMESTICITY: PORTRAYING WOMEN</b>  Reading: <i>Lives and Voices</i>, Chapter 9: pp. 296-297, 338-342  FOCUS ON: Intro to Chapter 9; Sections #115, #116, #117  DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 1, 2 and 3 on p. 342).</p>
9	Mar. 21	<p><b>WORK OUTSIDE OF THE HOME: Women in public in the 19<sup>th</sup> c.</b>  Reading: <i>Lives and Voices</i>, Chapter 8: pp. 275-288 (through excerpt (through excerpt #102); Chapter 9: pp.316-323.  FOCUS ON: Section #100, #110  DUE AT 10:00AM ON CANVAS: Reflection (Respond to question 1 on p.323).</p>
9	Mar. 23	<p><b>GENDER IN COLONIAL PRACTICES</b>  Reading: <i>Lives and Voices</i>, Chapter 9: pp.323-338.  FOCUS ON: Sections #112, #113  DUE AT 10:00AM ON CANVAS: Reflection on Question 1 on p.338.</p>
10	Mar. 28-30	<b>SPRING BREAK</b>
11	Apr. 4	<p><b><u>THEME 4: EQUALITY FOR ALL? FEMINISM AND ITS REVISIONS</u></b></p> <p><b>FIGHTS FOR RIGHTS: First-wave feminists and Russian revolutionaries</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Reading: <i>Lives and Voices</i>, Chapter 10: pp. 343, 384-393; Chapter 11, pp. 394-395, 433-447</p> <p>FOCUS ON: Intros to Chapters 10 and 11; Sections #128, #129, #130, #140, #141</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 1, 2 or 3 on p. 393)</p>
11	Apr. 6	<p><b>STRUGGLES OVER VALUES: Marriage, sexual norms, fashion</b></p> <p>Reading: <i>Lives and Voices</i>, Chapter 10: pp. 355-370; Chapter 12: pp. 448-450, 455-463.</p> <p>FOCUS ON: Intro to Chapter 12; Sections #121, #122, #123, #124, #144, #145, #146, #147</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 1, 2, 3 or 4 on p. 371, OR questions 1, 2, 3 or 4 on p. 463)</p>
12	Apr. 11	<p><b>Film: <i>Suffragette</i></b></p>
12	Apr. 13	<p><b>Film: <i>Suffragette</i></b></p>
13	Apr. 18	<p><b>Discussion of Film: <i>Suffragette</i></b></p>
13	Apr. 20	<p><b>WOMEN AND WAR: World War I, the Rise of Fascism and World War II</b></p> <p>Reading: <i>Lives and Voices</i>, Chapter 11: Intro on p.394-396; excerpts #131, #133, #137, #138; Chapter 13: Intro on pp. 494-496, excerpts #157, #159, Intro on pp. 510-511, excerpt #162, Intro on pp. 517-518, excerpt #163, Intro on p. 534, excerpts #167, #169.</p> <p>FOCUS ON: Intro to Chapter 13; Sections #131, #133, #137, #138, #162, #163</p> <p>DUE AT 10:00AM ON CANVAS: Reflection (Choose from questions 2, 4, 8 or 9 on p.433, OR question 2 on p.526)</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	Apr. 25	<b>STRUGGLES OVER WOMEN’S BODIES: Imperialism and Second-Wave Feminism</b> Reading: <i>Lives and Voices</i> , Chapter 14: 544-545, 553-583. FOCUS ON: Intro to Chapter 14; Sections #172, #173, #174, #175, #176, #177 DUE AT 10:00AM ON CANVAS: Reflection (Choose question 1 on p. 558, OR questions 1, 2, 3, 4 or 5 on pp. 582-583).
14	Apr. 27	<b>EUROPEAN WOMEN AND GLOBAL ISSUES</b> Reading: <i>Lives and Voices</i> , Chapter 15, pp. 584-586, 591-598, 612-618, 626-633 FOCUS ON: Intro to Chapter 15; Sections #180, #183, #184, #187, #188 DUE AT 10:00AM ON CANVAS: Reflection (Choose from question 1 on p. 618 OR question 2 on p.633).
15	May 2	<b><u>THEME V: BIG PICTURES</u></b> <b>Work on Group Projects</b>
15	May 4	<b>Work on Group Projects</b>
16	May 9	<b>Group Project Presentations</b>
16	May 11	<b>Group Project Presentations</b>
17	May 16	<b>Course Conclusions</b>  <b>DUE SUNDAY, MAY 22, AT 5:00 PM ON CANVAS:</b> *FINAL ESSAY (5 PAGES) The final essay will build on the work you did for the group project . You will choose one of the key questions for the class and answer it using at least four of the sources (texts or films) we’ve used this semester. Specific requirements will be provided well in advance of the due date.
Final Exam	THURS., MAY 19,	FINAL EXAM Exam will cover Themes 3 and 4 of the class. There will also be an

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	9:45AM-12:00PM	essay question that covers the whole course. A study guide is posted on Canvas and we will go over expectations in class. <b>BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES.</b>